

PSSA WRITING DOMAIN SCORING GUIDE-NARRATIVE

	<u>FOCUS</u> The single controlling point made with an awareness of task about a specific topic.	<u>CONTENT</u> The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	<u>ORGANIZATION</u> The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.	<u>STYLE</u> The choice, use and arrangement of words and sentence structures that create tone and voice.	<u>CONVENTIONS</u> Grammar, mechanics, spelling, usage and sentence formation.
4	⇒ Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters	⇒ Thorough elaboration that effectively supports the storyline	⇒ Effective narrative pattern that sequences events and provides a conclusion ⇒ Effective use of transitions	⇒ Effective use of narrative techniques to develop experiences and events. ⇒ Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details*	⇒ Consistent control of sentence formation ⇒ Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	⇒ Clearly established situation/theme that orients the reader and introduces the narrator and/or characters	⇒ Sufficient elaboration that supports the storyline	⇒ Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur ⇒ Clear use of transitions	⇒ Adequate use of narrative techniques to develop experiences and events ⇒ Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details*	⇒ Adequate control of sentence formation ⇒ Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning ⇒ meaning
2	⇒ Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters	⇒ Weak elaboration that somewhat supports the storyline	⇒ Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion ⇒ Inconsistent/limited use of transitions	⇒ Limited use of narrative techniques to somewhat develop experiences and events ⇒ Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details*	⇒ Inconsistent control of sentence formation ⇒ Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	⇒ Minimal evidence of a situation/theme	⇒ Minimal elaboration that may or may not support the storyline	⇒ Minimal sequencing of events that may or may not establish a narrative pattern ⇒ Minimal use of transitions	⇒ Minimal use of narrative techniques ⇒ Insufficient control of language (words, phrases, and sensory details)*	⇒ Minimal control of sentence formation ⇒ Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

NON-SCORABLE

- Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response.
- Is incoherent, i.e., words are legible but syntax is so garbled that response makes no sense.
- Is insufficient, i.e., does not include enough to assess domains adequately.
- Is a blank paper.

OFF-PROMPT

- Is readable but did not respond to prompt.

Grading Formula: $(50 \times \frac{\text{points earned}}{\text{points possible}}) \div 20 = \text{score} + 50 = \text{percentage}$